SDG 4 SCORECARD

PROGRESS REPORT ON NATIONAL BENCHMARKS IN ASIA AND THE PACIFIC

In 2015, the Education 2030 Framework for Action, which is the roadmap for achieving Sustainable Development Goal (SDG) 4, called on countries to establish national targets – benchmarks – to address "the accountability deficit associated with longer-term targets".

The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report, which are mandated to jointly monitor progress towards SDG 4, have supported countries to fulfill their commitment to establish national SDG 4 benchmarks. The benchmarking process began shortly after the adoption of the SDG 4 monitoring framework by the UN General Assembly in 2017.

In addition, the UIS supported UNESCO Bangkok and Learning and Education 2030+ Networking Group (formerly known as Regional Thematic Working Group on Education 2030+) to consult countries on additional region-specific priority issues for monitoring. As a result of the consultations during 2022, four indicators were identified for regional benchmarking, with minimum benchmark values established for each of the three sub-regions.

This brochure presents a summary for Asia and the Pacific of the findings from the second global assessment of country progress towards the benchmarks. The assessment uses a total of eight indicators: seven of the global benchmark indicators plus the one indicator on school connectivity emerging from the 2022 UN General Assembly (UNGA) Transforming Education Summit. It covers the period since 2015 and reviews the probability that each country will achieve its 2025 benchmark or – where such a benchmark was not set – the value they would have achieved if they had progressed at the historic (2000–15) rate of the fastest improving 25% of countries. Four categories capture the speed of progress – and its implication for the probability of achieving the benchmark – and two categories recognize the non-availability of data. In addition, this brochure presents country progress towards the benchmarks set at the sub-regional level.

2024

Progress assessment

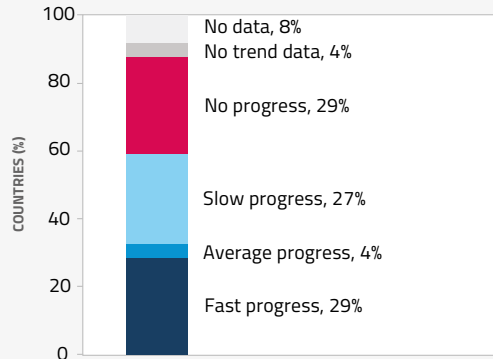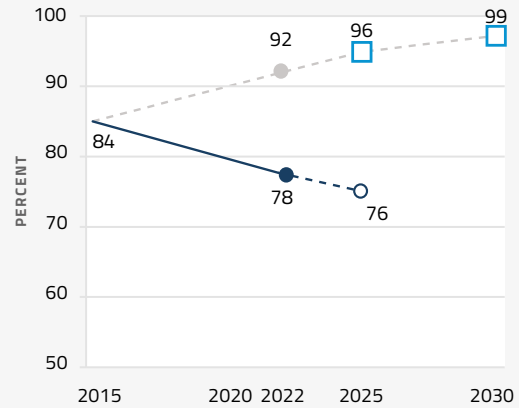□ 2025 and 2030 benchmark values ●— Actual ○ 2025 projected value at current trend - - - Needed

Classification of country progress towards the 2025 benchmark values

Baseline (2015), latest value (2022) and benchmarks (2025/30), actual and needed trajectory

Early childhood education attendance

No data, 8%
No trend data, 4%
No progress, 29%
Slow progress, 27%
Average progress, 4%
Fast progress, 29%

Out-of-school rate Adolescents of lower secondary school age

No data, 6%
No trend data, 41%
No progress, 12%
Slow progress, 4%
Fast progress, 37%

Completion rate Upper secondary

No data, 31%
No trend data, 10%
Slow progress, 33%
Average progress, 2%
Fast progress, 24%
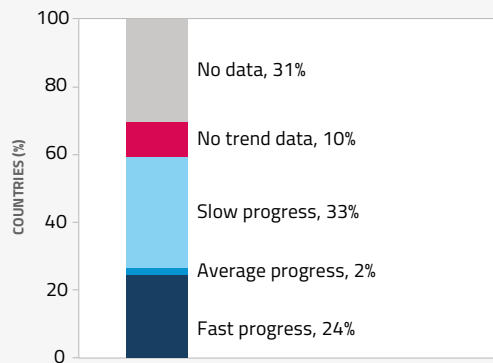
Gender gap Completion rate, upper secondary
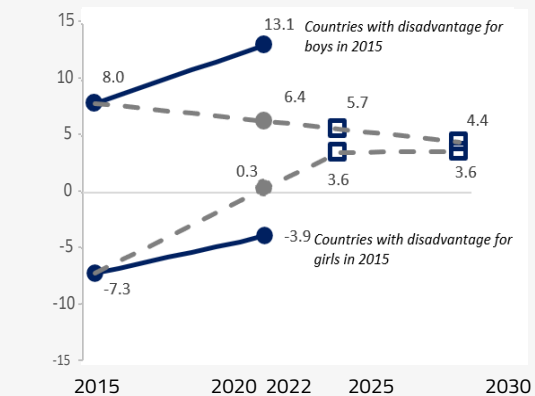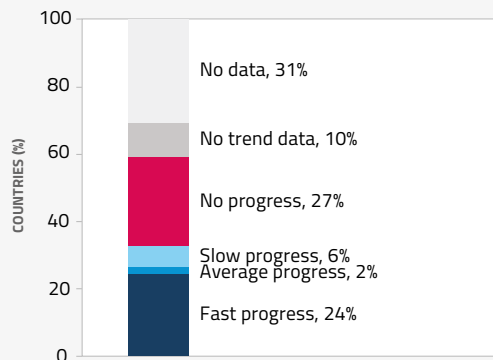
No data, 31%
No trend data, 10%
No progress, 27%
Slow progress, 6%
Average progress, 2%
Fast progress, 24%

Countries with disadvantage for boys in 2015

Countries with disadvantage for girls in 2015

□ 2025 and 2030 benchmark values ●— Actual ○ 2025 projected value at current trend – – Needed

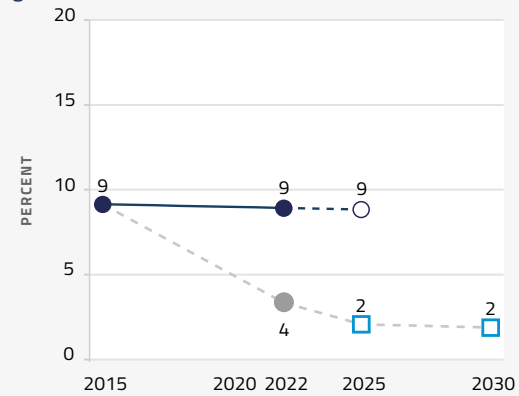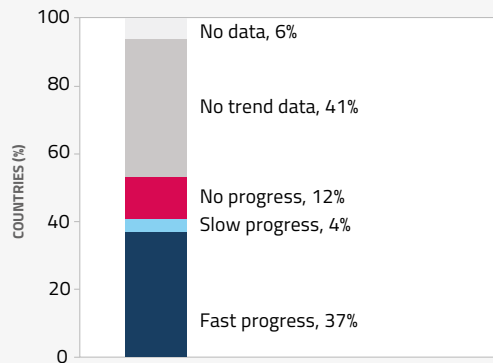**Classification of country progress towards the 2025 benchmark values**
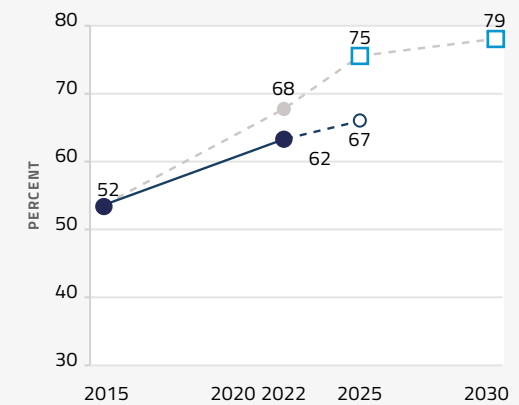
Baseline (2015), latest value (2022) and benchmarks (2025/30), actual and needed trajectory

Minimum proficiency level Reading at the end of primary
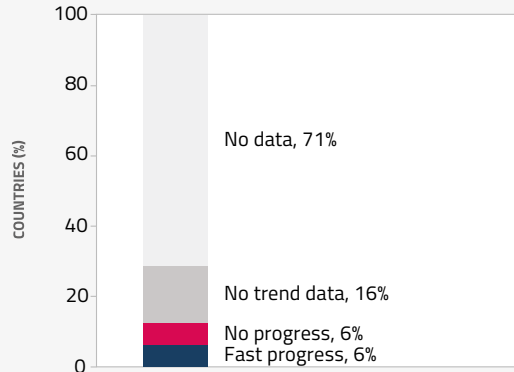

No data, 71%

No trend data, 16%

No progress, 6%
Fast progress, 6%
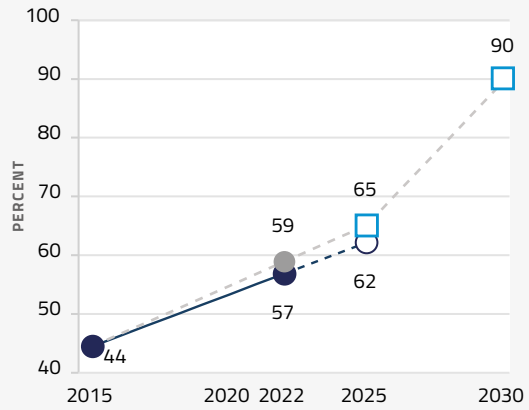
School internet connectivity Primary education

No data, 27%

No trend data, 6%
No progress, 4%
Slow progress, 14%

Average progress, 12%

Fast progress, 37%

90

59

65

57

62

44

2015 2020 2022 2025 2030
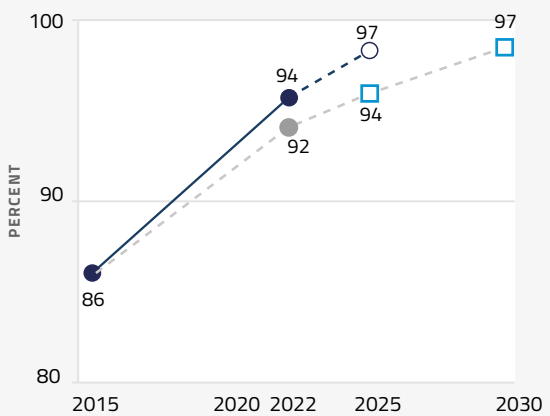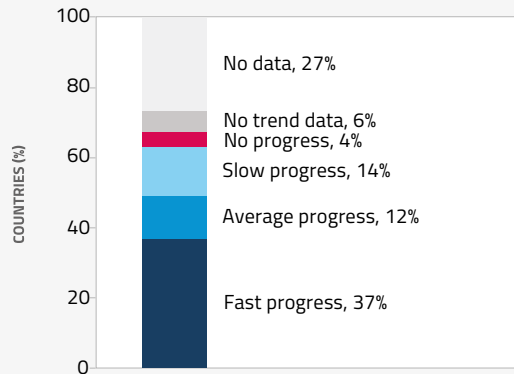
Trained teachers Pre-primary education

No data, 29%

No trend data, 12%

No progress, 16%

Slow progress, 6%

Fast progress, 37%

97 97

94

92 94

86

2015 2020 2022 2025 2030
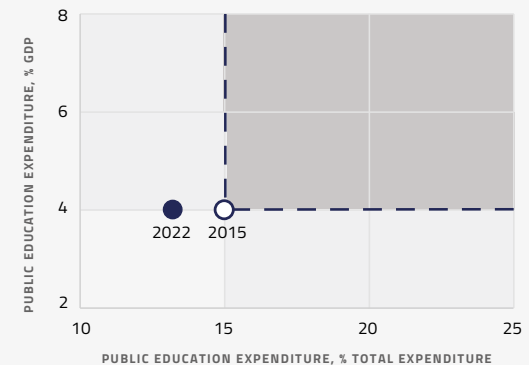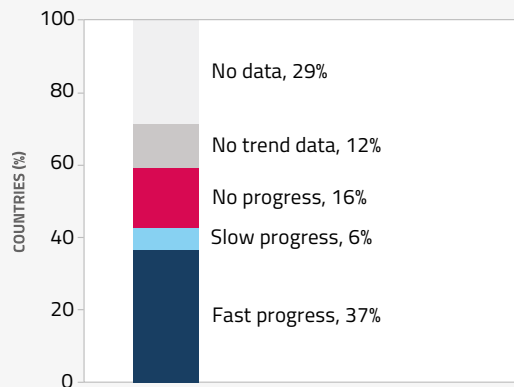
Finance Public education expenditure

No data, 6%
No benchmarks met, 35%

One benchmark met: above 15%, 10%

One benchmark met: above 4%, 43%

Both benchmarks met, 20%

2022 2015

PUBLIC EDUCATION EXPENDITURE, % TOTAL EXPENDITURE
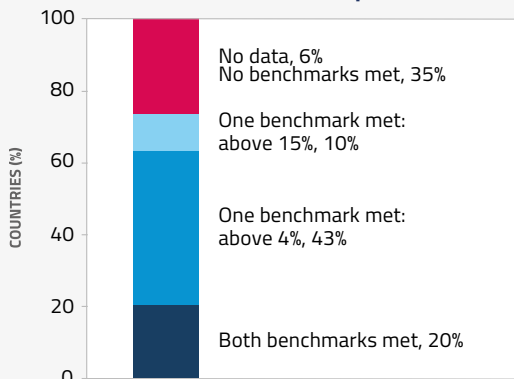
Classification of country progress relative to national 2025 benchmark

Category		Description
Fast progress		>75% probability that 2025 national benchmark will be achieved given the latest value (including countries which have already achieved the benchmark or the value exceeds 95%)
Average progress		25%–75% probability that 2025 national benchmark will be achieved given the latest value
Slow progress		<25% probability that 2025 national benchmarks will be achieved given the latest value
No progress		Negative progress
No data for trend		
No data		

Participation rate in organized learning one year before primary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		Bhutan, India, **Iran (Islamic Republic of),** Viet Nam, Solomon Islands	Marshall Islands, Thailand, Tonga, Tuvalu	**Australia, Brunei Darussalam,** China, Hong Kong SAR, Japan, **Singapore**
Average progress		Kyrgyzstan	Fiji	
Slow progress		Bangladesh, Cambodia, Lao PDR, **Myanmar,** Samoa, **Sri Lanka, Tajikistan,** Timor-Leste, Uzbekistan	Malaysia, Maldives, Niue	Republic of Korea
No progress		Micronesia, F. S., Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, **Vanuatu**	Kazakhstan, Indonesia, **Tokelau**	China, Macao SAR, Cook Islands, Nauru, **New Zealand**
No data for trend		Kiribati	Palau	
No data	Afghanistan, DPR Korea		China, Turkmenistan	

Out-of-school rate, lower secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		**Iran (Islamic Republic of),** Nepal, Samoa	Indonesia, Maldives, Marshall Islands, Niue, Thailand, **Turkmenistan, Tuvalu**	**Australia, Brunei Darussalam, China, Hong Kong SAR,** Cook Islands, Japan, New Zealand, Republic of Korea, **Singapore**
Average progress				
Slow progress		India	Malaysia	
No progress	Afghanistan	Micronesia, F. S.	Fiji, **Tokelau**	China, Macao SAR, Nauru
No data for trend		Bangladesh, Bhutan, Cambodia, Kyrgyzstan, Lao PDR, Mongolia, Myanmar, Pakistan, Papua New Guinea, Philippines, Solomon Islands, Sri Lanka, Tajikistan, Timor-Leste, Uzbekistan, Vanuatu, Viet Nam	Kazakhstan, Palau, Tonga	
No data	DPR Korea	Kiribati	China	

Note: Countries in **bold** have not set a national benchmark and are being assessed against their feasible benchmark.

Completion rate, upper secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		Bangladesh, **Iran (Islamic Republic of)**, Kyrgyzstan, Mongolia, Nepal, Samoa, Uzbekistan	Fiji, Indonesia, Kazakhstan, Tonga	Republic of Korea
Average progress				**Australia**
Slow progress	**Afghanistan**	Cambodia, India, Kiribati, Myanmar, Pakistan, Papua New Guinea, Philippines, Tajikistan, Timor-Leste, Viet Nam	China, Maldives, Thailand, **Turkmenistan**, Tuvalu	
No progress				
No data for trend		Bhutan, Lao PDR, Sri Lanka, Vanuatu	Malaysia	
No data	DPR Korea	Micronesia, F. S., Solomon Islands	Marshall Islands, Niue, Palau, Tokelau	Brunei Darussalam, China, Hong Kong SAR, China, Macao SAR, Cook Islands, Japan, Nauru, New Zealand, Singapore

Gender gap in completion rate, upper secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		Bangladesh, India, **Kyrgyzstan**, Nepal, **Pakistan, Papua New Guinea, Tajikistan, Uzbekistan**	Fiji, **Kazakhstan, Turkmenistan**	Republic of Korea
Average progress		Mongolia		
Slow progress	**Afghanistan**	**Philippines**	Tonga	
No progress *Worsening for girls*				
No progress *Worsening for boys*		Cambodia, **Iran (Islamic Republic of),** Kiribati, **Myanmar, Samoa,** Timor-Leste, **Viet Nam**	China, Indonesia, Maldives, Thailand, **Tuvalu**	**Australia**
No data for trend		Bhutan, Lao PDR, Sri Lanka, Vanuatu	Malaysia	
No data	DPR Korea	Micronesia, F. S., Solomon Islands	Marshall Islands, Niue, Palau, Tokelau	Brunei Darussalam, China, Hong Kong SAR, China, Macao SAR, Cook Islands, Japan, Nauru, New Zealand, Singapore

Note: Countries in **bold** have not set a national benchmark and are being assessed against their feasible benchmark.

Minimum proficiency in reading, end of primary education

	Low income	Lower middle income	Upper middle income	High income
Fast progress				**China, Hong Kong SAR,** China, Macao SAR, **Singapore**
Average progress				
Slow progress				
No progress		**Iran, (Islamic Republic of)**	Kazakhstan	**New Zealand**
No data for trend		Cambodia, Lao PDR, Myanmar, Philippines, Uzbekistan, Viet Nam	Indonesia, Malaysia	
No data	Afghanistan, DPR Korea	Bangladesh, Bhutan, India, Kiribati, Kyrgyzstan, Micronesia, F. S., Mongolia, Nepal, Pakistan, Papua New Guinea, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Timor-Leste, Vanuatu	China, Fiji, Maldives, Marshall Islands, Niue, Palau, Thailand, Tokelau, Tonga, Turkmenistan, Tuvalu	Australia, Brunei Darussalam, Cook Islands, Japan, Nauru, Republic of Korea

School internet connectivity, primary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		**Sri Lanka, Uzbekistan, Viet Nam**	China, Indonesia, Malaysia, Maldives, **Niue, Palau,** Thailand **Tokelau, Tuvalu**	**Australia, China, Hong Kong SAR,** China, Macao SAR, **Cook Islands, Republic of Korea, Singapore**
Average progress		Bhutan, India, Kiribati, **Micronesia, F. S, Samoa,** Solomon Islands		
Slow progress		Bangladesh, **Myanmar,** Nepal, **Philippines**	Tonga, Turkmenistan	Nauru
No progress		Cambodia	**Marshall Islands**	
No data for trend		Iran (Islamic Republic of), Kyrgyzstan, Mongolia		
No data	Afghanistan, DPR Korea	Lao PDR, Pakistan, Papua New Guinea, Tajikistan, Timor-Leste, Vanuatu	Fiji, Kazakhstan	Brunei Darussalam, Japan, New Zealand

Note: Countries in **bold** have not set a national benchmark and are being assessed against their feasible benchmark.

Trained teachers, pre-primary

	Low income	Lower middle income	Upper middle income	High income
Fast progress		Bhutan, Cambodia, India, Kyrgyzstan, Mongolia, Philippines, Samoa, **Tajikistan,** Uzbekistan, **Vanuatu**	Kazakhstan, Niue, Thailand, **Tokelau**	China, Hong Kong SAR, China, Macao SAR, Cook Islands, Republic of Korea
Average progress				
Slow progress		Lao PDR	Malaysia, Tonga	
No progress		Micronesia, F. S., Nepal, Sri Lanka, Viet Nam	Fiji, Maldives, Tuvalu	Brunei Darussalam
No data for trend		Iran (Islamic Republic of), Kiribati, Myanmar, Solomon Islands	Marshall Islands	Nauru
No data	Afghanistan, DPR Korea	Bangladesh, Pakistan, Papua New Guinea, Timor-Leste	China, Indonesia, Palau, Turkmenistan	Australia, Japan, New Zealand, Singapore

Note: Countries in **bold** have not set a national benchmark and are being assessed against their feasible benchmark.

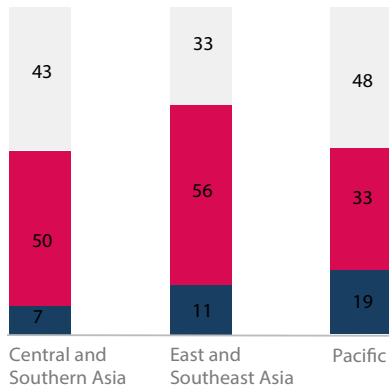## Country classification of progress relative to public expenditure benchmarks, 2020

Public education expenditure		Below 4% of GDP	Above 4% of GDP
Above 15% of total public expenditure	Low income		
	Lower middle income	Cambodia, Iran (Islamic Republic of), Philippines, Viet Nam	Bhutan, Kyrgyzstan, Micronesia, F. S., Samoa, Tajikistan, Uzbekistan
	Upper middle income	Indonesia, Malaysia, Turkmenistan	Kazakhstan
	High income		
Below 15% of total public expenditure	Low income		Afghanistan
	Lower middle income	Bangladesh, Lao PDR, Myanmar, Nepal, Pakistan, Papua New Guinea, Sri Lanka, Timor-Leste, Vanuatu	India, Kiribati, Mongolia
	Upper middle income	China, Thailand	Fiji, Maldives, Marshall Islands, Tonga
	High income	China, Hong Kong SAR, Japan, Singapore	Australia, Brunei Darussalam, China, Macao SAR, Cook Islands, Nauru, New Zealand, Republic of Korea
No data	Low income	DPR Korea	
	Lower middle income	Solomon Islands	
	Upper middle income	Niue, Palau, Tokelau, Tuvalu	
	High income		

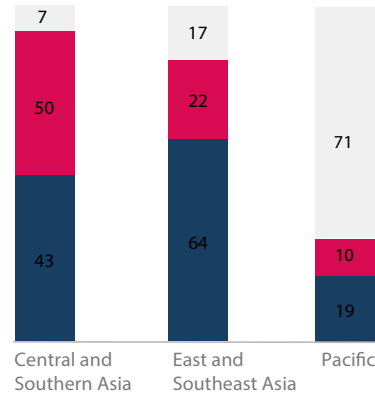## Assessment of Progress - Regional benchmark indicators (in %)

■ Above benchmark   ■ Below benchmark   ▢ No data

### Participation in formal & non-formal education and training (SDG 4.3.1)

	Central and Southern Asia	East and Southeast Asia	Pacific
No data	43	33	48
Below benchmark	50	56	33
Above benchmark	7	11	19

Note: Minimum benchmark value is 15% for all three regions

Gross enrolment ratio for tertiary education (SDG 4.3.2)

|	Central and Southern Asia	East and Southeast Asia	Pacific
No data	7	17	71
Below benchmark	50	22	10
Above benchmark	43	64	19

Note: Minimum benchmark value is 30% for Central & Soutern Asia, and Pacific; 40% for East and Southeast Asia

Participation rate in technical vocational education (SDG 4.3.3)

	Central and Southern Asia	East and Southeast Asia	Pacific
No data	36	28	52
Below benchmark	36	28	24
Above benchmark	29	44	24
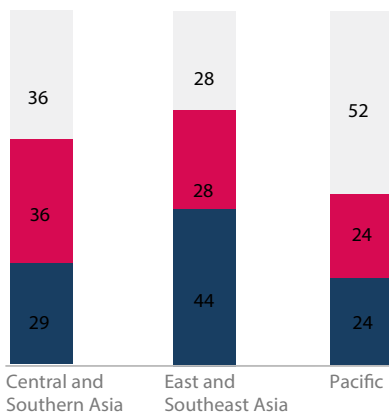
Note: Minimum benchmark value is 5% for all three regions

Percentage of graduates from tertiary STEM programmes

	Central and Southern Asia	East and Southeast Asia
No data	29	44
Below benchmark	29	11
Above benchmark	43	44
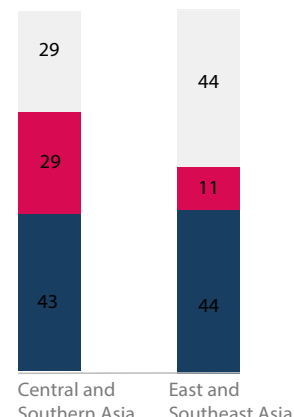
Note: Minimum benchmark value is 20% for all the regions

Timeline of SDG 4 benchmarking process

2019	2020	2021	2022			2023		2024
August	October	August	January	September	December	January	June	February
TCG 6th meeting	Global Education Meeting		International Day of Education	Transforming Education Summit	SDG 4 High-Level Steering Committee	International Day of Education		Conference on Education Data and Statistics
Agreement on seven benchmark indicators	Declaration calls on UNESCO to 'propose relevant and realistic benchmarks of key SDG indicators'	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks	Compilation of benchmark data set		Decision to request benchmark indicators on greening education, digital transformation and youth participation	First progress report	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks for eighth indicator: school connectivity	Second progress report

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